

Visual Arts Achievement Portfolio



Practice Develops Confidence

3-D Design

(VA 1110)

____ Student

____ Art Teacher

____ Parent

____ School and District

Description of 3-D Design

This course is for the High School Visual Arts Core Curriculum. 3-D Design provides an overview and introduction to fine crafts, their media, and the cultures they represent. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

3-D Design Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create 3-D design by manipulating art media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of 3-D design media, including current arts-related technologies.
- Select and analyze the expressive potential of 3-D design media, techniques, and processes.
- Practice safe and responsible use of 3-D design media, equipment, and studio space.



Objective B: Create 3-D design using art elements and principles.

- Create expressive 3-D design using art elements, including line, shape, texture, form, contrast, and unity.
- Create expressive 3-D design using art principles to organize the art elements, including emphasis, repetition, and unity.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating 3-D design.



Objective A: Critique 3-D design.

- Analyze 3-D designs regarding use of art elements and principles.
- Examine the functions of 3-D designs.
- Interpret 3-D designs.



Objective B: Evaluate 3-D design.

- Analyze and compare 3-D designs using a variety of aesthetic approaches.
- Evaluate 3-D designs based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in 3-D.



Objective A: Create content in 3-D design.

- Identify subject matter, metaphor, themes, symbols, and content in 3-D designs.

- Create 3-D designs that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.
- Create divergent, novel, or individually inspired applications of 3-D design media or art elements and principles that express content.



Objective B: Curate 3-D designs ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit 3-D designs selected by themes such as mastery of a medium, Core objectives, and significant content.

- Use visual characteristics to group 3-D designs into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on 3-D design.
- Evaluate own relationship with 3-D designs from various periods in history.



Objective B: Synthesize 3-D design with other educational subjects.

- Integrate the 3-D design with dance, music, and theater.
- Explore how 3-D design can be integrated across disciplines.

Standard 4 CONTEXTUALIZING
Students will find meaning in 3-D design through settings and other modes of learning.



Objective C: Evaluate the impact of 3-D design on life outside of school.

- Examine careers related to 3-D design.
- Predict how 3-D design can add quality to life and lifelong learning.



Objective A: Align works of 3-D design according to history, geography, and personal experience.

3-D DESIGN LEGEND

Each box to the left of the indicator contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the indicators:

This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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